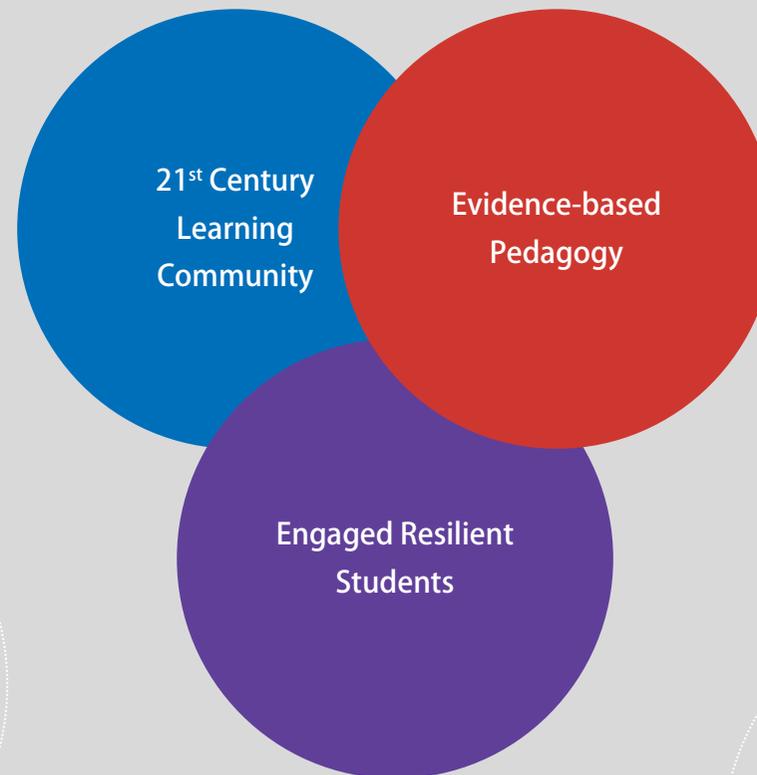


School plan 2015 – 2017

Stanmore Public School 7436 DRAFT





School vision statement

Our students will:

- Be confident, empathetic and resilient citizens who make positive choices with regards to their environment, communities and self.
- Display a range of creative, social and problem solving skills that will be applied through areas of schooling and their lives.
- Strive to be independent and globally aware critical thinkers with a life-long love of learning.

Our teachers will:

- Develop and actively promote a culture of sharing expertise amongst colleagues
- Actively engage in professional learning and implement current pedagogy
- Create a dynamic environment that fosters collaborative, independent and differentiated curriculum
- Facilitate a nurturing environment to encourage resilience and empathy by providing opportunities and initiatives that support our students

School context

Our school is a vibrant and unique community where learning and relationships are at the centre of school life. Its population reflects the rich diversity of the inner west, with its mix of backgrounds, interests and capabilities, and the school welcomes and supports this diversity.

Students are typically enthusiastic, engaged and eager to learn. Most are highly capable learners and apply themselves to achieving target levels and above. Those with learning needs are supported to achieve target levels. Parents play a significant role in the life of the school and are strongly supportive of their children's education. They contribute to decision making, organising social events, raising funds and volunteering in school programs.

The school's approach is to educate the whole child: to recognise and nurture the ability of every child in all areas of potential – linguistic, mathematical, musical, artistic, physical and social – so that each one leaves primary school as a competent and articulate learner with a confident sense of self. The learning program is innovative with a breadth of opportunities to engage and motivate students to develop their many capabilities.

We live our values of fairness and inclusion and place an emphasis on strategic improvements to increase learning and enhance the school experience for our students. In educating the whole child, the school is truly educating for life.

School planning process

Following teacher discussions on the capabilities students need to be successful, empowered citizens in the 21st Century, the school identified three broad strategic directions for the school for the coming five years.

To further inform the process, the school then surveyed students, parents and teachers to ascertain specific needs and their aspirations for the school. This information fed into the formation of a vision statement for the school and the first draft of a strategic plan for 2015-2017.

This first draft was developed by three teams, each working with one of the strategic directions. At several times throughout the planning process, the team leaders met with the school executive for feedback.

At this point, the draft plan was tabled for discussion and feedback at a staff meeting and a copy was posted on the school's website to facilitate community response through a survey and focus group discussion.

Following feedback from each group the strategic plan will be amended in light of that feedback and then detailed planning of the specific projects identified will take place.

Implementation and evaluation of each project will become the responsibility of a small team of committed personnel overseen by the strategic direction coordinators and the school executive.



STRATEGIC DIRECTION 1

Cultivate a 21st Century learning community

Purpose:

To ensure students have the skills to thrive in an ever-changing world, to navigate and critically evaluate a dynamic future landscape, and be empowered global citizens

STRATEGIC DIRECTION 2

Embed evidence-based practices in teaching and learning

Purpose:

To improve literacy and numeracy outcomes through increased differentiation and adjustments for all learning needs

STRATEGIC DIRECTION 3

Promote wellbeing and engagement in learning

Purpose:

To develop resilient and socially competent individuals who are engaged, self-directed learners through the creation of nurturing, supportive relationships and purposeful learning environments

Strategic Direction 1: Cultivate a 21st Century learning community

Purpose

To ensure students have the skills to thrive in an ever-changing world, to navigate and critically evaluate a dynamic future landscape, and be empowered global citizens

Improvement Measures

- ❖ 100% of staff teach and feel confident teaching a range of 21st Century skills.
- ❖ A percentage of students (yet to be determined following the collection of baseline data) are technologically literate and demonstrate the confidence and capacity to critically navigate digital information.
- ❖ A percentage of students (yet to be determined following the collection of baseline data) are self-directed, independent learners who apply 21st Century skills across learning areas.

People

Students:

Understand they are responsible for their own learning and have the capacity to set goals and organise their learning.

Staff:

Understand that student acquisition of 21st century learning skills, including:

- self-direction in learning;
- digital-age literacies;
- critical thinking;
- creativity;
- problem solving;

is contingent upon changes in teaching practices.

Parents:

Understand and support changes in teaching practices related to 21st Century learning;

Understand the need for and share the responsibility to ensure students use digital technology ethically and safely.

Processes

- All teachers plan collaboratively and engage in weekly discussion to develop teaching practices and programs that support 21st Century learning and engage students.

All staff engage in professional learning to develop their capacity to teach and integrate 21st Century Learning skills.

Stage 3 implements a trial of BYOD.

Teachers develop and refine a set of indicators to monitor and assess critical thinking and other 21st Century skills.

The school runs sessions for parents on 21st Century learning.

The school builds and maintains appropriate infrastructure to support digital-age teaching and learning.

Evaluation Plan:

Monitoring through:

- milestones;
- assessment data from the set of indicators developed;
- surveys of staff at staff meetings to ensure high response rate;
- participation rate in BYOD;
- participation rate of students and parents in Cyber Safety program.

Products and Practices

Product:

100% of staff teach and feel confident teaching a range of 21st Century skills.

Practice:

All staff explicitly teach 21st Century skills, including critical thinking and digital-age literacies, and use a set of indicators to monitor and assess them.

Product:

A percentage of students (yet to be determined following the collection of baseline data) are technologically literate and demonstrate the confidence and capacity to critically navigate digital information.

Practice:

Digital age literacies and critical thinking skills are embedded in teaching and learning programs across learning areas.

Product:

A percentage of students (yet to be determined following the collection of baseline data) are self-directed, independent learners who apply 21st Century skills across learning areas.

Practice:

Students develop their own learning goals and seek to achieve their personal bests.

Strategic Direction 2: Embed evidence-based practices in teaching and learning

Purpose

To improve literacy and numeracy outcomes through increased differentiation and adjustments for all learning needs

Improvement Measures

- ❖ 100% of students maintain or improve their academic progress in literacy and numeracy.
- ❖ 100% students, who achieve the top two bands in Year 3 NAPLAN, attain the top two bands in Years 5 & 7.
- ❖ 100% of teachers have confidence in their capacity to differentiate teaching/learning programs. 100% of teaching and learning programs show evidence of differentiated learning.

People

Students:

Understand that learning growth is achieved through working towards certain goals and having high expectations for their achievement.

Staff:

Are committed to current, best practice strategies that support differentiation based on effective formative assessment and the provision of explicit learning criteria to students.

Leadership:

Understand the need to consistently align Stage and Year goals to the projects outlined in the school strategic plan.

Parents:

Have an understanding of their child's individual learning goals and a willingness to support them in achieving these goals.

Processes

All teachers formatively assess their students using a range of strategies and use the evidence to identify learning goals and underpin planning for differentiated explicit teaching and independent learning.

Implement a formative assessment Project- How do we differentiate in the classroom?

Embed critical thinking & deep learning into programs.

All teachers participate in professional development focussing on differentiated teaching & learning for all students including those with learning difficulties and gifted and talented students.

Evaluation Plan:

Review and analyse external data (NAPLAN) and internal evidence of student learning (PLAN data, formative and summative assessment processes, including reading records, SNAP, work samples, observations and South Australian spelling).

Products and Practices

Product

100% of students maintain or improve their academic progress in literacy and numeracy.

Practice

Teacher and student planned learning goals, data wall tracking and PLAN data allow teachers, students and parents to monitor progress and assist students to achieve their personal bests.

Product

100% students, who achieve the top two bands in Year 3 NAPLAN, attain the top two bands in Years 5 & 7.

Practice

All teachers provide effective extension for students who are achieving above target outcomes.

Product

100% of teachers have confidence in their capacity to differentiate teaching/learning programs. 100% of teaching and learning programs show evidence of differentiated learning.

Practice

All teachers participate in weekly discussion and development of differentiated teaching and learning based on the evidence provided from formative assessment data.

Strategic Direction 3: Promote wellbeing and engagement in learning

Purpose

To develop resilient and socially competent individuals who are engaged, self-directed learners through the creation of nurturing, supportive relationships and purposeful learning environments

Improvement Measures

- ❖ Increased understanding of the school's core values amongst students, staff and the school community
- ❖ Consistency in both positive and negative recognition of students
- ❖ Student, staff and the school community responses from surveys reveal an improving culture within the school
- ❖ Reduction in the number of welfare incidents
- ❖ Improved staff understanding of how to differentiate learning for students
- ❖ Differentiated teaching and learning programs that cater for individual student need

People

Students

Through teaching and discussion students understand the importance of resilience and are able to regulate their social and emotional state, manage their own behaviour and contribute to the learning and wellbeing of others.

Through teaching and discussion students understand the importance of taking responsibility for their learning and their behaviour.

Staff

Through professional learning and discussion the teachers understand that student engagement and learning are related and have the capability to motivate and engage students in their learning.

Parents

Through communication parents are aware of and understand school wellbeing programs and initiatives.

Through two-way communication parents understand and reinforce the importance of students taking responsibility for their learning and behaviour.

Leaders

Through collaboration, leaders understand it is their responsibility to promote and lead the type of learning that engages students K-6.

Processes

Explicitly reinforce and strengthen school expectations of behaviour across the community.

Develop and modify current policies, programs and practices to identify, address and monitor student needs.

Develop a positive behaviour / intervention system, in which students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.

Develop differentiated learning programs to provide students with opportunities to connect, succeed and thrive in line with current pedagogies.

Evaluation Plan

Track achievements and objectives through the milestones.

Parent, staff and student feedback to be completed yearly through school based surveys and focus groups and external surveys such as Tell Them From Me

Products and Practices

Product:

100% students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Practices:

All staff use language and strategies to reinforce core values in school settings.

Product:

Student Welfare procedures and Anti-Bullying Policies are aligned with expectations, leading to a 50% reduction in the number of welfare incidents related to peer conflict.

Practices

Response to both positive and negative incidents is respectful and consistent throughout the school and incidents are kept in Sentral for analysis and review.

Product:

100% of staff are confident to implement quality, differentiated teaching and learning programs which cater for individual needs and focus on student engagement and achievement.

Practices

Teachers have access to a broad range of student achievement and wellbeing data and collaboratively plan differentiated lessons and assessments to improve student achievement.